

DOCUMENT RESUME

ED 109 081

95

SP 009 328

TITLE MINK Network Educational Resources Center.
INSTITUTION Iowa Univ., Iowa City.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE 75
NOTE 18p.
EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE
DESCRIPTORS Educational Resources; *Information Networks; Information Processing; *Instructional Materials; Performance Based Teacher Education; *Teacher Education
IDENTIFIERS *MINK Network Educational Resources Center

ABSTRACT

This document contains materials used in accessioning information into the MINK (Missouri, Iowa, Nebraska, and Kansas) Network Educational Resources Center. The center serves as a centralized source of materials covering a wide range of topics pertinent to teacher education for reference use in the MINK four-state area. The materials located at the Center include both print and non-print dealing with areas such as: (a) the competency-based teacher education (CBTE) concept, (b) Teacher Corps proposals and working papers, (c) learning packages, (d) teacher education modules, and (e) various education convention report papers from throughout the nation. Materials contained in this publication include the following: (a) sample material request forms, (b) the manual of form and procedure for cataloging and processing MINK Network Educational Materials, and (c) the April and May 1975 selected monthly acquisitions list. (JS)

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MINK NETWORK EDUCATIONAL RESOURCES CENTER

Function

The MINK Network Educational Resources Center serves as a centralized source of materials covering a wide range of topics pertinent to teaching or education for reference use in the MINK (Missouri, Iowa, Nebraska, and Kansas) four state area.

Materials

The materials located at the center include both print and non-print dealing with areas such as: the CBTE concept, Teacher Corps proposals and working papers, learning packages, teacher education modules, and various educational convention report papers from throughout the nation.

Service

Circulation

All materials in the Center are available to the faculty, staff, and students of all MINK Teacher Corps Projects. Materials may be checked out by mail for two weeks (10 school days).

Visit the Center

The Center is open from 8:00 A. M. to 5 P. M. Monday through Friday. Appointments in advance are suggested. Our phone number is 319-353-7045.

Publication

A monthly bulletin will be issued by the Center. The bulletin will report the major events of the MINK Network. An acquisitions list of new holdings will be included in the bulletin. The Center will also compile and publish bibliographies and catalogs on related subject areas on an irregular basis. The monthly bulletin will be distributed free of charge to each Teacher Corps Project within the MINK Network. Center produced materials or publications will require a minimum fee to Non-Teacher Corps Projects to cover the production and handling cost.

Staff

Dr. Robert Mortenson, Coordinator
Mr. David Hall, Graduate Assistant
Mr. Robert Chang, Graduate Assistant
Mrs. Joan Bissland, Secretary

Address

MINK NETWORK RESOURCES CENTER
W419 East Hall
The University of Iowa
Iowa City, IA 52242

**MINK NETWORK EDUCATIONAL RESOURCES CENTER
W419 EH THE UNIVERSITY OF IOWA
IOWA CITY, IA 52242**

TO:

DATE:

We are sorry, but the following materials on your request are not available (see reason below). This form, with your preferences indicated, may be returned as revision of your initial order.

Material Number	Material Title	Dates Requested	*	Re-order Code	Date 1st 2nd	Date 1st Avail.
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***Code: Reasons for materials being unavailable.**

- A. Already booked for dates requested.
- B. Damaged by last user.
- C. Returned late by last user.
- D. Not in our library.
- E. Have not received from publisher.
- F. Withdrawn from our center.
- G. Already booked through remainder of semester.
- H. Booking is done up to five months in advance; please re-submit request on appropriate date.

MATERIAL REQUEST FORM

MINK NETWORK EDUCATIONAL RESOURCES CENTER

W419 EAST FALL, THE UNIVERSITY OF IOWA

IOWA CITY, IA 52242

When possible, materials are booked on the exact dates requested. Since this is not always possible, please suggest an alternate date for each item by checking the appropriate column to the right.

Request should be in our office two weeks in advance of need.

All materials may be booked for two weeks (ten school days).

Date (Day) Needed
Anytime During Week Requested
Either Week Before Or After Day Needed
First Available Date Before (Insert Date)
OFFICE USE ONLY

Classification No.	MATERIAL TITLES							
	First Choice							
	Second Choice							
	First Choice							
	Second Choice							
	First Choice							
	Second Choice							
	First Choice							
	Second Choice							
	First Choice							
	Second Choice							

If your first and second choices have been booked, may we substitute another item covering the same subject if available. Yes _____ No _____

Name

Project Director Approval

Project

Address

(For Center Use Only)

B _____ R _____

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A MANUAL OF FORM AND PROCEDURE
FOR CATALOGING AND PROCESSING MINK NETWORK EDUCATIONAL MATERIALS

I. PERIODICALS

1. All subscribed educational periodicals will be filed in the journal files' box.
2. The journal files boxes are arranged alphabetically by title and volume number.
3. The title used for the journal box label is the first key word of the title.
For example:
Journal of Teacher Education
entered as: Teacher Education, Journal
4. The label of the filing box follows the format below:

Teacher Education, Journal.

Vol. 19-22

1968-72

5. A title card for each periodical will be filed in the card catalog.

Sample:

Teacher Education, Journal.	
v. 19-	1968-
(shelved in journal files box)	

II. VERTICAL FILE MATERIALS

1. Definition: Any printed material with less than 40 pages will be filed in the Vertical File (i.e., booklets, brochures, working papers, pamphlets etc.)
2. The following procedures for processing Vertical File material are:
 - a. Look into the material, to see if it is worth while to keep.
 - b. Assign a subject heading in the upper right corner.
(A subject heading index will be gradually developed. Try to use the terminology used in the Education Index.)
 - c. Be sure to keep the terminology used consistent.
 - d. Select important titles for the monthly acquisitions list.
 - e. File the material in filing folders in alphabetical order.
 - f. No cataloging card is needed.
 - g. Weed out the file from time-to-time.

III. BOOKS

1. Cataloging
 - A. In general, the main entry (heading) is listed by author.
If the author is unknown, enter the work by title.

- B. The author may be a person or a corporate body (organization).
- C. When two or three authors share in the writing of a work, enter it under the person or corporate body mainly responsible as shown by wording, typography, or listed first on the title page.
- D. If there are more than three authors, enter the work under title.
- E. When a number of independent works done by several authors are published under editorial direction, enter it under its title, if it has a collective title.
- F. If a work produced under editorial direction lacks a collective title, enter it under the title of the title page.

IV. CARD FORMAT

1. A set of cards for a work should include:

- A. Main entry (author) card...unless the author or editor is unknown.
- B. Title cards...except works with titles that are incomplete or meaningless such as "collected works", "papers", "reports", etc. In this case, no title card is needed.
- C. Subject cards...use the same subject headings list used for the Vertical File.

2. Placement of items:

- A. The Classification number is at the left edge of the card on the third typing line (one line above the main entry).
- B. The Main entry begins nine spaces from the left edge of the card and on the fourth typing line.
- C. The second indentation is on the 12th space from the left edge of the card. The title begins at the 2nd indentation.
- D. Added entries (Ex. subject headings) begin at the second indentation on the 3rd line from the top of the card.
- E. The second line of a two line author entry begins at the 3rd indentation.

3. Spacing:

- A. One space follows a comma or semicolon.
- B. Two spaces follow a period, question mark or exclamation mark.
- C. Three spaces separate the complete title of a book from the main body of writing.
- D. No space comes between a number and the abbreviation for page or volume (Ex. p.4 or vol.8)

4. Sample cards:

A. Title card:

Guide for developing instructional modules.

Abell, Russ.

- Guide for developing instructional modules.
xxx Des Moines, IA: Drake University, College
of Education, 1972.

B. Subject Card:

INSTRUCTIONAL DEVELOPMENT

Abell, Russ.

Guide for developing instructional modules.
xxx Des Moines, IA. Drake University, College
of Education, 1972.

V. CLASSIFICATION

1. The following is the classification scheme used for the print and non-print materials:
 - Ex. CBTE - Initial of the subject matter
 - .2 - Type of material .1-.9 (see schedule below)
 - Drake - Institution
 - 018 - Accession number
2. Schedule (type of material)
 - .1 General work
 - .2 Report (special, annual, conference)
 - .3 Handbook
 - .4 Paper (position paper, working paper)
 - .5 Project
 - .6 Guide
 - .7 Proposal
 - .8 Learning module/package
3. If materials are serial in nature, add a date to the call number. For example:
 - CBTE
 - .2
 - 1974 - year of convention or conference
 - HU
 - 037

VI. CATALOGING OF A-V MATERIALS

1. Cataloging will be based on the AECT standards for cataloging non-print materials.
 - A. The entry for all audiovisual materials will be listed by title.
 - B. If there is more than one title, choose the one which best matches the content.
 - C. The arrangement of catalog elements follow the sequence below:
 - a) Title
 - b) Medium
 - c) Edition (if any)
 - d) Producer
 - e) Date of release
 - f) Physical description (may be omitted)
 - g) Series (if any)
 - h) Notes (contents)
 - i) Tracing (added entries) - noted on the back of the card
 - D. The clarification number for A-V materials will be the same as for print materials.

6.
Sample:

CBTE

-1

SUNYA

016

Introduction to CBTE (Kit).

SUNY, Teacher Educational Developmental
Service (n.d.).

4 cassettes

4 filmstrips

pt. 1 - overview

- E. A-V color codes and media designations are not used.
- F. The subject heading, institution designation, and accession number will be the same as with the

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All materials may be booked for two weeks (ten school days).

Date (Day) Needed
Anytime
Week Required
Either Week Before
Or After Day Needed
First Available Date-
Before (Insert Date)
OFFICE USE
ONLY

Classification No.	MATERIAL TITLES	Date (Day) Needed	Anytime Week Required	Either Week Before Or After Day Needed	First Available Date- Before (Insert Date)	OFFICE USE ONLY
	First Choice					
	Second Choice					
	First Choice					
	Second Choice					
	First Choice					
	Second Choice					
	First Choice					
	Second Choice					
	First Choice					
	Second Choice					

If your first and second choices have been booked, may we substitute another item covering the same subject if available. Yes ____ No ____

Name

Project Director Approval

Project

Address

(For Center Use Only)

B ____ R ____

MINK NETWORK EDUCATIONAL RESOURCES CENTER
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IOWA CITY, IA 52242

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					1st	2nd		

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- D. Not in our library.
- E. Have not received from publisher.
- F. Withdrawn from our center.
- G. Already booked through remainder of semester.
- H. Booking is done up to five months in advance; please re-submit request on appropriate date.

MINK NETWORK EDUCATIONAL RESOURCES CENTER

SELECTED MONTHLY ACQUISITIONS LIST

APRIL, 1975

I. Competency - Based Teacher Education

- CBTE. 8 Battle, Edwina. Methods of Public School Music.
UWO30 (Resources for CBTE, no. 8). Madison, WI: U.
of Wisconsin, Teacher Corps Associates Program,
1973. (unpaged)
- CBTE.8 Battle, Edwina. The Role of the Community Coordin-
UWO26 ator. (Resources for CBTE, no.47). Madison,
WI: U. of Wisconsin, Teacher Corps Associates
Program, 1973. 13p.
- CBTE.8 Blount, David. Competencies Essential for Diag-
UWO28 nosing Reading Difficulties. (Resources for
CBTE, no. 6). Madison, WI: U. of Wisconsin,
Teacher Corps Associates Program, 1973. (unpaged)
- CBTE.8 Dominguez, Fernando. Bilingual Education: A
UWO27 Needs Assessment Case Study. (Resources for
CBTE, no. 5). Madison, WI: U. of Wisconsin,
Teacher Corps Associates Program, 1973. 12 p.
Also includes: Implementing Competency -
Based Educational Programs at Southern
University. by Fernando Dominguez, 6 p.
- CBTE.6 Drake University. Guide for Developing
DrU003 Instructional Modules. Des Moines, IA. 1972.
- CBTE.1 Introduction to CBTE. (kit) SUNY, Teacher Educa-
SUNYa tion Developmental Service (n. d.)
.16 4 cassettes
.17 4 filmstrips
.18 pt. 1 - Overview, pt. 2. - Governance
.19 pt. 3 - Curriculum Model, pt. 4 -
Program Development.
- CBTE.8 Kalectaca, Milo. Competencies for a Hopi
UWO29 Reservation Teacher: Hopi Background
Competencies for Teachers. (Resources for
CBTE, no. 7). Madison, WI: U. of Wisconsin,
Teacher Corps Associates Program. 1973.
(unpaged)
- CBTE.8 Leake, Horace Milton. A Seminar on Competency
UWO24 - Based Teacher Education for University
Personnel. (Resources for CBTE, no. 2)
Madison, WI; U. of Wisconsin, Teacher
Corps Associates Program, 1973. 17 p.

- CBTE.8
UW031 Ligons, Claudette Marrell. Non-verbal Communication and the Affective Domain. Resources for CBTE, no. 9). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. 44 p+
- CBTE.2
1974HU
004
005 National Conference on Competency Assessment Research and Evaluation. 1974: (U. of Houston). Report. 2 copies.
- CBTE.8
UW023 Ochoa, Alberto. A Module for Understanding the Characteristics of Competency - Based Education. (Resources for CBTE, no. 1) Madison, WI: U. of Wisconsin, Teacher Corps Associates Program. 1973. 33 p.
- CBTE.8
UW032 Van Brunt, Vida. Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile "Troubled Youth" of the Inner-city. (Resources for CBTE, no. 10). Madison, WI: U. of Wisconsin, Teacher Corps Associates Program, 1973. 40,29 p.
- CBTE.8
UW025 Watson, Joseph C. Curriculum Specialists Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies. (Resources for CBTE, no. 3). Madison, WI: Teacher Corps Associates Program, 1973. (unpaged)

II. Teacher Corps

- TC.7
DrU015 Drake University. Teacher Corps Proposal: Cycle IX. Des Moines, IA. 1974
- TC.7
IU
011
012
013
014 Iowa University. Teacher Corps Proposal: for Innovative Education Principals with Major Emphasis on Bilingual-Bicultural Education. 4 copies
- TC.5
KSTC010 Kansas State Teachers College. Teacher Corps First Year Report and Amendments to the Rural Eastern Kansas, Eighth Cycle Project. Emporia, KS. 1974.
- TC.1
NEA001 National Education Association. Lessons From the Teachers Corps. Washington, D. C. 1974.

TC.7 Wichita State University. Teacher Corps
Wsu022 Project Proposal. Wichita, KS. (n. d.)

TC.9 Williams, John Reed, ed. Teacher Corps
KXTC Teacher Education Materials Bibliography:
020 the Bambi Collection. Emporia, KS.
021 Kansas State Teachers College, Teachers
Corps Project. (1972?) 71p.

III. Affirmative Action

AA.4 Recruitment Leadership and Training Institute.
TU Minorities in Policy Making Positions in
006 Public Education. Philadelphia, PA.
007 1974. 2 copies.

AA.4 Recruitment Leadership and Training Institute.
TU Women in Administrative Positions in
008 Public Education. Philadelphia, PA. 1974
009

IV. Personnel Management

TA.3 Drake University. Handbook for Teachers and
DrU Teachers' Aids. Des Moines, IA: Drake
002 Educational Institute. (n. d.)

VB.4 Michalak, Daniel A. Testing Interdisciplinary
IU033 Models of Dialogue Settings for Improving
the Effectiveness of Supervisors Verbal
Behaviors in a Supervisory Conference:
paper presented at the Annual Am. Educ.
Res. Assn., New York, N. Y., February, 1971.

MINK NETWORK EDUCATIONAL RESOURCES CENTER

SELECTED MONTHLY ACQUISITIONS LIST

MAY, 1975

I. Teacher Corps

- TC.4 Teacher Corps, U.S. Office of Education. Teacher Corps
TC049 Planning Conference: Summary Report. (July 23-26, 1974)
Washington, D.C. 1974. 172p. 2 copies.
- TC.4 Team Leadership Development Project. Perspectives on the
ToU048 Role of the Teacher Corps Team Leader. Toledp, OH:
University of Toledo, 1971. 166p.
- TC.6 Team Leadership Development Project. Training Guides for
ToU047 Teacher Corps Team Leaders. Toledo, OH: University of
Toledo, 1971. 134p.
- TC.2 Marsh, David D. A Study of the Effectiveness of Sixth-
pt044 Cycle Teacher Corps Graduates by David D. Marsh and
Margaret F. Lyons. Berkeley, CA: Pacific T & TA
Corporation, 1974. 164p.
- TC.2 Marsh, David D. Teacher Corps Graduates in Highly Innovative
pt045 Roles in Education: A Follow-up Study by David D. Marsh
and Margaret F. Lyons. Berkeley, CA: Pacific T & TA
Corporation, 1974. 57p.
- TC.2 Marsh, David D. Teacher Corps Projects: Description and
pt046 Implications for Management by David D. Marsh and
Margaret F. Lyons. Berkeley, CA: Pacific T & TA Corporation,
1975. 99p.

II. Systematic Observation

- S0.4 Weinberg, Richard A. ed. Observation of Pupils and Teachers
UM038 in Mainstream and Special Education Settings: Alternative
Strategies. Minneapolis, MN: Leadership Training Institute.
1975. 281p.

III. Special Education

- SE.4 Reynolds, Maynard C. ed. Exceptional Children in Regular Class-
UM039 rooms. ed by Maynard C. Reynolds and Malcolm D. Davis.
Minneapolis, MN: 1971. 125p.
- SE.4 Demo, Evelyn N. Instructional Alternatives for Exceptional
UM038 Children. Minneapolis, MN: Leadership Training Institute.
1973. 195p.

SE.1 Birch, Jack W. Mainstreaming: Educable Mentally Retarded
 UMO40 Children in Regular Classes. Minneapolis, MN: Leadership
 Training Institute. 1974. 104p.

SE.3 Thiagaragan, Sivasailam. Instructional Development for Training
 UMO42 Teachers of Exceptional Children: A sourcebook by Sivasailam
 . Thiagaragan, Dorothy S. Semmel and Melvyn I. Semmel. Minneapolis,
 MN: Leadership Training Institute. 1974. 195p.

SE.4 Hively, Wells. Domain-referenced Testing in Special Education ed.
 UMQ41 by Wells Hively and Maynard C. Reynolds. Minneapolis, MN: Lead-
 ership Training Institute, 1975. 146p.

IV. Educational Psychology

EP.2 Reynolds, Maynard C. ed. Proceedings of the Conference on Psychology
 UMO37 and the Process of Schooling in the Next Decade: Alternative
Conceptions. Minneapolis, MN: Leadership Training Institute.
 1971. 256p.

V. Job Corps

JC.2 Lang, Duaine C., Stevenson, Robert J., and Mortenson. Job Corps:
 AMCTEa34 A Final Examination. Washington, D.C.: American Association of
 of Colleges for Teacher Education. 1972. 95p.

VI Interaction Analysis

IA.3 Werner, Edwenna et. al. Interaction Analysis: Teacher Handbook.
 FWL035 Berkeley, CA. Far West Laboratory for Educational Research
 and Development. 1972. 333p.

IA.3 Werner, Edwenna et. al. Interaction Analysis: Answer Handbook.
 FWL036 Berkeley, CA: Far West Laboratory for Educational Research
 and Development. 1972. 165p.